



International Federation of National Teaching Fellows



Ede & Ravenscroft

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IFNTF World Summit
Defining Teaching Excellence within the Disciplines
16 – 18 February 2017

Abstracts

The following is the listing of presenters in alphabetical order and the abstracts of their presentations

1. *Abrahamson, Earle*

University of East London

The value of using a student module management team to facilitate module planning and teaching

Paper No. 24

Session: High Impact Pedagogies

Time: 15.40-16.40, Saturday, February 18, 2017

Location: LUNAR 1

Rationale / Relevance	Module content and alignment with programme objectives is central to a successful student learning experience. Planning and developing module content and learning activities can be problematic often demanding change and innovation. Module size and teaching space may dictate the process for delivery. This could negatively impact engagement and student satisfaction. With the introduction of the Teaching Excellence Framework (TEF), there is a greater drive to ensuring that teaching is aligned with student expectations. The metrics dictate the value of the module within the academic programme. Traditionally module content is designed by academic staff, informed through feedback mechanisms, and measured against student success and attainment statistics. There is little student involvement in managing the module content. This small scale SoTL study reports the impact of using a student module management team, on a level 4
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	<p>anatomy module, to work as a co-partner with module leaders to better inform the module content, learning activities, and engagement practices. The module management team enabled the development of new practices within the module, provided regular and consistent formative feedback, and worked closely with students to listen, and then act upon, suggestions and recommendations for improvement.</p>
Methodology / Underpinning theory/ conceptual framework	<p>The case study used an action research methodology to consider effective change within a module framework. The study builds upon the work of Felten, et.al (2016), on enhancing the undergraduate experience.</p>
Key findings / argument	<p>Current impact findings suggest: Module content better aligned with student expectations which resulted in modification of programme objectives Real time problem resolution and active listening to the student voice meant that issues were promptly identified and managed The module management team felt empowered to transform and shape the module content, specifically with on-line learning materials. This resulted in innovative practices which bore significance to the student learning population The module management team were able, through collaboration, to develop a more inclusive curriculum which spoke individually and collectively to the module learning population</p>
Application of idea to other contexts	<p>The findings from this study have application in multiple pedagogic settings and practices, including better aligning students with student learning populations, and creating inclusive communities of, and for, practices.</p>
Significance	<p>Individual and collective student engagement and collaboration, reshaping and sharpening curriculum planning and development.</p>
5 key words	<p>Module management; pedagogic impact; inclusivity.</p>

2. *Atakev, Eylem*

University of East Anglia

The shared wonder of film: Teaching Film Studies to create national and international level impact and public engagement opportunities

Paper No. 22

Session: Learning Gain/Excellence in the Disciplines

Time: 14.00-15.10, Saturday, February 18, 2017

Location: LUNAR 2

Abstract:

Rationale / Relevance	In 2016 I completed <i>Growing Up Married</i> , a documentary about forced marriage and child brides in Turkey, also my first exposure to filmmaking as a Film Studies scholar. This transnational project allowed me to learn the process of making meaningful links between film theory and filmmaking practice. At the beginning of this academic year I decided to use this knowledge in supporting students (in a class of predominantly international students) on the <i>MA Film, TV and Creative Practice</i> who are encouraged to use audio-visual artefacts as a respond to theoretical questions. This idea of using my own work as the key case study to teach students about making links between theory and practice is at the core of this paper.
Methodology / Underpinning theory/ conceptual framework	Empirical Case study
Key findings / argument	The film received international level media coverage and I used the reviews on it to get students to think about the work of film critics. The film is currently used by local authorities (in the UK and in Turkey) in the training of police officers and health care professionals in order to raise awareness of forced marriage. In reflecting on this public engagement and policy impact-related activity in class, and to inspire students to think about how significant their films might be for social and cultural life of the countries they come from or reside in. The film also had a several public screenings with Q&A sessions. I reflect on this in class by encouraging students to think about how to engage with audience responses of their future films.
Application of idea to other contexts	In this paper, I would like to share this empirical case study by reflecting on my (and my students') journey in crossing borders: between one nation to another; between academia and policymaking; and

	ultimately, between film theory and filmmaking practice.
Significance	In doing so I aim to provide a space for colleagues to discuss strategies of teaching and the concept of active learning.
5 key words	Film-making; crossing borders; active learning

3. *Bennett, Dawn*

Curtin University, Australia

Developing employability: Whose responsibility is it?

KEYNOTE ADDRESS

Time: 16.40-17.20, Saturday, February 18, 2017

Location: LUNAR 1

Employability has received significant attention in recent years. However, the challenge of embedding employability development within higher education remains in critical need of attention. This presentation will trouble higher education's focus on functional aspects of employability such as the ability to succeed at interview. Rather, it will emphasise the cognitive and social aspects through which learners develop as individuals, professionals and social citizens. As such, employability is defined as *the ability to find, create and sustain work and learning across lengthening working lives and multiple work settings*. This focus reflects a fluid labour market in which work is transforming and workers are increasingly mobile, meaning that employability has to be maintained across the career lifespan. This has significant implications for higher education in terms of broadening the focus from a graduate occupational goal to a lifelong professional orientation. Hence, the educational goals of employability development relate to both initial preparation and to graduates' ability to think: to traverse multiple work transitions by developing and engaging personal epistemologies of practice.

4. *Bolt Susan and Southam, Daniel*

Curtin University, Australia; University of Liverpool

Paper No. 28

Session: Learning Gain/Excellence in the Disciplines

Time: 15.40-16.40, Saturday, February 18, 2017

Location: LUNAR 2

Using a 360° Teaching Excellence Survey in the disciplines: A critical perspective to guide practice

Rationale/Relevance	At Curtin University we developed a Teaching Excellence Survey aligned to the Australian University Teaching Criteria and Standards (AUTCAS) Framework to provide participants with feedback on their teaching from different perspectives including self-reflection, students, colleagues and leaders.
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	We did this because perceptions can vary even when aligned to criteria. We believed the triangulation of data from different perspectives would provide a more accurate perception of teaching excellence in the disciplines.
Methodology/Underpinning theory/conceptual framework	The concept of gaining diverse perspectives was underpinned by our understanding of theories in action (Agyris & Schon, 1974 ¹). We created the survey by using a Delphi process to collect data using a mixed methods approach. We asked participants “In your discipline, how would an excellent teacher demonstrate ... criteria 1-7 of the AUTCAS?” We analysed responses using qualitative methods to develop the survey. We trialled the survey over two semesters with two groups of participants (n=25) and analysed the results quantitatively using factor analysis.
Key findings /argument	We found the items of the survey were valid. Some items overlapped but this was understandable given the integrative nature of teaching and learning. Participants found the feedback was useful to deepen their reflection on their academic practice, plan for further development and use as evidence of their teaching excellence.
Application of idea to Other contexts	The 360° Teaching Excellence Survey was embedded in a highly supportive and collegiate peer review of teaching context. We think critically about the use of the survey and consider the implications of using it in isolation in other contexts.
Significance	There is a growing need to substantiate evidence of teaching excellence in the disciplines. The survey provides participants with evidence of their teaching excellence. The context in which the survey is used is crucial to its impact on participants.
5 key words	360° Teaching Excellence Survey; theories in action; criteria and standards; quality and enhancement; reflective practice

¹ <http://infed.org/mobi/chris-argyris-theories-of-action-double-loop-learning-and-organizational-learning/>

5. *Brand, Stuart, Higson, Helen; Hayes, Sarah; Millard, Luke; Kirkwood Jordan*
Birmingham City University

High Impact Practices: A link to Learning Gain

Paper No. 23

Session: High Impact Pedagogies

Time: 15.40-16.40, Saturday, February 18, 2017

Location: LUNAR 1

Rationale / Relevance	<p>Birmingham City University (BCU) is leading a Hefce-funded pilot project (Hefce, 2015). Although the project is aimed at institutional level results, we are more interested in implications for individual students. Several Hefce-funded Learning Gain projects have identified that recruiting students for activities as tests and surveys is particularly challenging.</p> <p>We will address this issue by moving from a position where our Learning Gain projects are seen in isolation, to one where we link participation to specific High Impact Educational Practices (Kuh <i>et al</i>, 2008). BCU and Aston have established initiatives and are forging collaboration to support a shared understanding of Learning Gain.</p>
Methodology / Underpinning theory/ conceptual framework	<p>The Learning Gain pilot project hosted by BCU will be presented. This involves a longitudinal study aimed at following a cohort of up to 1,000 students through their programmes. The students are tested using an adapted form of the American standardised test, Collegiate Learning Assessment (CLA+) and asked to complete selected questions from the United Kingdom Engagement Survey (UKES). We will analyse CLA+ outcomes in relation to a number of variables including UKES performance.</p>
Key findings / argument(33)	<p>Our approach will draw upon initiatives to develop graduate employability at both Aston and BCU and our plans to share practice in both institutions and their Students' Unions. An emergent collaboration: <i>Levelling the Playing Field through Work-based Learning</i> is designed to support social inclusivity. At Aston the approach is through employability by design with a focus on work-based learning. An integrated curriculum provides teaching which draws on experiences of students, incorporating teamwork and peer support, extended and consolidated through flexible placements leading to learning gain through confidence, collaboration. Real world challenges in diverse places of work mean students return to final year having applied and anchored their learning with high impact for future employment.</p>
Application of idea to other contexts	<p>Other institutional collaborations are emerging to support both employability work and enhanced understanding of Learning Gain</p>
Significance	<p>Better understanding through partnership working of the concept of Learning Gain</p>
5 key words	<p>Learning gain; engagement; employability</p>

6. *Burns, Victoria*

University of Birmingham

Embedding Civic Engagement in the Undergraduate Curriculum

Paper No. 27

Session: Learning Gain/Excellence within the Disciplines

Time: 15.40-16.40, Saturday, February 18, 2017

Location: LUNAR 2

Rationale / Relevance	There have been high profile calls for higher education institutions to reassert their historic civic role and support students to become informed and engaged citizens. A successful approach to this challenge is to embed experiential civic engagement within the academic curriculum, by involving students, staff, and community partners in mutually beneficial collaborative activities.
Methodology / Underpinning theory/ conceptual framework	This paper would present pragmatic examples, illustrating how civic engagement can be embedded within the curriculum at different levels and with different size cohorts, as well as aspirational ideas for discussion. It will also introduce the United Nation's Sustainable Development Goals (UNSDGs) as a framework around which to structure such activities.
Key findings / argument	The paper will argue that all students, regardless of discipline, should have the opportunity to apply their disciplinary knowledge to local or global challenges in collaboration with external organisations.
Application of idea to other contexts	This idea is relevant to all disciplines and institutions.
Significance	By seeing how disciplinary knowledge can be used to address real issues locally, students also engage with major national and global issues, such as those addressed by the UNSDGs. These high impact pedagogies emphasise not only transferable employability skills, but also the public purpose of academic knowledge.
5 key words	Civic engagement; employability; sustainable development goals

7. Cleaver, Elizabeth*; Lintern, Maxine; and McLindon, Mike

*University of the West of England

Birmingham City University

University of Birmingham

Towards the 'enquiring university': using critical enquiry as a route to teaching excellence

Paper No. 12

Session: High Impact Pedagogies

Time: 16.40-18.10, Friday, February 17, 2017

Location: LUNAR 1

Rationale / Relevance	In the session we will propose a model which positions 'learning through critical enquiry' at the heart of an integrated conceptualisation of academic practice, through which teaching excellence can be build and fostered.
Methodology / Underpinning theory/ conceptual framework	The proposed model does not view research, teaching and associated knowledge, skills and practices as disaggregated or simply connected in one direction: i.e. research into teaching. Fundamental to its success are disciplinary communities in which teaching activities in higher education are as much 'community property' as those of research (see Shulman, 1993). Building on the work of Rowland (2006), we extend this argument to look outside academic disciplinary communities, towards wider university communities (the 'enquiring university'). These may also include communities that work in the third space between professional services and academic areas (see Whitchurch, 2013).
Key findings / argument	In the session we will argue that the unique knowledge and skills sets within university communities have the potential to create a learning organisation with the process of 'learning through critical enquiry' as its very core.
Application of idea to other contexts	Participants who attend this session will have the opportunity to reflect on the value and practicalities of extending and embedding enquiry-based approaches to a broad range of disciplinary and institutional community activities. The session will further provide an opportunity for participants to reflect on their current institution's position and offer opportunities for the identification of new ways of thinking about, and developing their own academic practices.
Significance	The proposed model provides a potential way forward for developing empirical approaches to defining and evidencing teaching excellence in the disciplines.
5 key words	Critical enquiry; disciplinary communities; disciplinary teaching excellence; enquiry-based learning.

References:

Rowland S. (2006) *The Enquiring University: Compliance and Contestation in Higher Education*. Open University Press: Milton Keynes.

Shulman, L. (1993) Teaching as Community Property. *Change*; 25 (Nov)

Whitchurch, C. (2013) *Reconstructing Identities in Higher Education: The rise of 'Third Space' professionals*. London: Routledge.

8. *Cullen, Trevor*

Cowan University, Australia

Agreement on aims, principles and skills for capstone units

Paper No. 5

Session: Excellence within the Disciplines

Time: 11.30-13.00, Friday, February 17, 2017

Location: LUNAR 2

Rationale / Relevance	<p>The concept of capstone units is gaining currency within the Higher Education system, with a growing focus on enhancing graduate employability and assuring graduate outcomes. However, capstone units in Australian universities often vary in content, delivery and learning outcomes. This variability in courses has contributed to significant differences in standards and difficulties in measuring graduate capabilities.</p> <p>This paper reports on the findings of a one-year study of undergraduate journalism capstone units in Australian universities that began in September 2015 as part of an Australian Learning and Teaching Fellowship. The aim was to try and achieve agreement on aims, models, principles and skills.</p>
Methodology	<p>Thirty face-to-face semi-structured interviews were conducted in the offices of journalism educators in 16 universities throughout Australia, to discover what they understood by the term 'capstone', the type of capstone they used and what skills the students had to demonstrate and apply. The educators were either Heads of Journalism or Course Coordinators. The universities were selected because they offer journalism capstone units (often in diverse formats). The interview questions were open-ended to allow each participant to describe, as fully or as briefly, the particular reasons for their decisions. The interviews were conducted between September 2015 and September 2016. To avoid extending the research process via more data collection and discussions, the author decided to employ a validation process. This involved selecting several journalism academics, who were representative of the diverse range of the journalism academics in Australia, to validate (endorse) the findings.</p>
Key findings	<p>Just over half of the universities in Australia that teach journalism (16 out of 30), embed final year capstone units in their programs, but they vary in content, delivery and learning outcomes. Some opt for research projects while others offer professional placements or a selection from a list of core units. Data collected via face-to-face interviews with more than 30 journalism academics, and the use of a validation process, resulted in agreement (for the first time in tertiary journalism education in Australia) on the aims, models, principles of</p>

	journalism capstone units, and a list of skills that students need to demonstrate.
Application of idea to other contexts	The process and results of this research will be available to all tertiary journalism programs and other disciplines such as public relations and advertising, especially since communication, social and media digital capabilities are becoming increasing part of the required skill set for these disciplines.
Significance	While no-one is proposing a unified tertiary journalism curriculum, there must be a way to identify the minimum standards and test capabilities to be met by a graduate from a Bachelor level degree or enrolled in a major in the field of journalism. There is much to be gained from collaboration to develop consistent assessment criteria and standards. Final-year journalism capstone units will provide, for the first time, a series of agreed aims, principles and skills to guide journalism educators in the design and implementation units that effectively demonstrate and measure required graduate capabilities. Moreover, graduates will be enabled to demonstrate evidence to both educators and employers that they have acquired agreed skills and competencies for employment in a whole range of digital media and communications industries. The organisation that represents all journalism academics in Australia, (the Journalism Education Research Association of Australia (JERAA), endorsed (in December 2016) the findings of this Fellowship research project.
5 key words	Capstone units, curriculum development, graduate capabilities, journalism education.

9. *Day, Trevor, and Borg Eric**

Royal Literary Fund

*Coventry University

Do writing development interventions with academics and research postgraduates enhance writing efficacy and publication success? If so, how?

Paper No. 13

Session: Learning Gain

Time: 16.40 – 18.10, Friday, February 17, 2017

Location: LUNAR 2

Rationale / Relevance	There is sparse evidence for learning gain in intensive HE writing development interventions (Kornhaber et al., 2016), despite the central role writing plays in learning and research processes and as final output. UK research in the field ranges from qualitative analysis of interviews with participants self-reporting about writing practice (e.g. MacLeod et al., 2012) to in-depth text analysis of small samples (e.g. Borg and Deane, 2011). Our methodology is rare in combining qualitative and quantitative approaches to gather coherent evidence for learning gain. Royal Literary Fund Consultant Fellows are in an
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	unusual position in working across HEIs in the UK and abroad, and providing an external catalyst to writing development. Anecdotally, and based on immediate post-intervention questionnaire surveys, at least some of these interventions appear highly successful, especially writing retreats and workshop series that involve a blend of intensive group work and one-to-one sessions. We are carrying out research to find out whether such initial self-reported gains are reflected in longer-term changes in participants' writing-related aspirations, conceptions, behaviour and productivity, and ultimately publication success.
Methodology	Our research design employs mixed methods. Participants complete pre-intervention and post-intervention (three-month follow up) questionnaires investigating writing and publishing behaviour and aspirations. The next step will be to evaluate learning gain, and possible mechanisms, through follow up interviews, multiple-level textual analysis (Borg and Deane, 2011) of participants' pre- and post-intervention submissions, and in the longer term, tracking participants' publication success.
Key findings	First stage analysis points to key tensions in the lives of academics and postgraduates in relation to their writing, such as partitioning time and space to write and gaining timely and appropriately targeted feedback, and what interventions can do to build understanding, confidence and efficacy.
Application of idea to other contexts	The 'fully rounded' gathering of evidence for learning gain is also relevant to writing-related learning support for undergraduates and taught postgraduates.
Significance	This is pioneering work in the field, which has high significance given the pivotal role of writing in much academic endeavour.
5 key words	Writing; publication; training; intervention; research

10. *Doolan, Martina*

Hertfordshire University

Challenges and opportunities: Using high impact pedagogies with large teaching teams and growing student numbers in the pursuit of student engagement

Paper No. 17

Session: High Impact Pedagogies

Time: 14.00-15.10, Saturday, February 18, 2017

Location: LUNAR 1

Rationale / Relevance	Dearing (1997) charged the United Kingdom with the expansion of the higher education sector, and described its changes from an elite to a mass system. Since then, widening participation has been a major component of government educational policy throughout the years.
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	<p>As a consequence we have seen growth in student numbers and changes in how students learn. Researcher practitioners like myself have investigated the use of a plethora of different pedagogies and expanded my repertoire of teaching methods in the pursuit of engaging students in their learning. Over the past two years I have led a first year module with a large teaching team and a diverse and growing student population.</p> <p>In an attempt to engage students and encourage them to use their self-directed and independent study time effectively, I have used a high impact pedagogy in the form of a mini-project approach which sets activities for students to engage with outside of class and complete in their self-directed and independent study time within groups. The students bring this learning back into the class to present, discuss and obtain formative feedback.</p> <p>This is the second year of its delivery to over 480 students studying on the BSc programme in Computer Science. Over the past two years 12 academics comprising PhD students, visiting lecturers and full time staff, some of whom are research active in their discipline, have been charged with helping to implement my high impact pedagogical approach.</p> <p>This presentation discusses the challenges and opportunities faced whilst implementing a high impact pedagogy, engaging first year students and leading and managing large and diverse teaching teams.</p> <p>These are presented as a means to highlight different perceptions and expectations around learning amongst academics and between students and academics. Furthermore, different perceptions between practitioners at the chalk face, managers imposing targets and the unexpected side effects on the ground are discussed and situated in the context of this practice.</p>
<p>Methodology / Underpinning theory/ conceptual framework</p>	<p>Qualitative research by means of my own observations and based upon my own experiences and practice of leading the two teams of 6 tutors (12 tutors in total) and over 480 first year learners studying the BSc in Computer Science over the past two academic years (2015/16 and 2016/17) at the University of Hertfordshire.</p> <p>Co-participatory teaching and learning, student and tutor roles, high impact pedagogies to engage staff and students in teaching and learning, different perceptions.</p>
<p>Key findings / argument</p>	<p>Different perceptions and how best to come to a shared perception regarding teaching and learning. The challenges that constitutes learning and how this should take place, the role of the academic and the student differs as well as expectations of each other and of</p>

	managers in supporting learning. Differences and challenges in how students should use their study time effectively and engage in their learning is discussed, who is responsible for learning indeed failure? Increasing admin, fewer resources with metrics and targets driving learning. And against this backdrop the majority of academics care and continue to do all they can in the pursuit of engaging students. Hence, opportunities and good practice is also shared.
Application of idea to other contexts	The practice is based in Computer Science however, relevant to all disciplines especially with the impending TEF.
Significance	See above
5 key words	Role of the tutor; perception; student engagement; practice; high impact pedagogies

11. *Dyer, Sarah*
University of Exeter

Appreciate: Supporting faculty-student partnership learning across HE

Paper No. 9

Session: High Impact Pedagogies

Time: 16.40-18.10, Friday, February 17, 2017

Location: LUNAR 1

Rationale / Relevance	Engaging students as partners in their learning has been identified as one of the key challenges facing universities. This paper describes what those involved in such partnerships identify as facilitating this high impact pedagogy. It introduces 'Appreciate', an output from the research, a tool designed to support and enhance partnership learning.
Methodology / Underpinning theory/ conceptual framework	The research used an Appreciative Inquiry framework (Cooperrider and Whitney 2008; Dyer 2015). Thirty-four academics, professional service staff, student union staff, and students from five UK Universities were interviewed.
Key findings / argument	The research identified four themes which emerged in the narratives of those involved in successful partnership.
Application of idea to other contexts	'Appreciate' is designed to be a flexible resource. It can be used as a tool to aid individual reflective practice or as a framework for collective activities which facilitate the designing/planning, training, or review/development of a partnership learning community. The audience will be invited to identify contexts in which Appreciate can productively be used. The cards challenge us to think about issues such as how to learn well, what University means to us, and how we can communicate better. There are many situations which would benefit from reflective engagement with questions such as these.

Significance	The research deepens our understanding of effective practices to support partnership between academic faculty and students. There will be the opportunity to join an ongoing community of practice and take part in a funded investigation of 'Appreciative partnership'.
5 key words	Partnership; engagement; appreciative inquiry; research opportunity

12. *Evans, Carol*

University of Southampton

Engaging Assessment: High Impact Assessment Practices

KEYNOTE SPEECH

Time: 09.00-09.40, Saturday, February 18, 2017

Location: LUNAR 1

There has been considerable discussion around what high impact pedagogies comprise. In this keynote I will highlight some of these dominant discourses and consider these in relation to assessment practices; a key concern for all higher education institutions (HEIs). For example, there has been much discussion about sustainability, assessment literacy, authentic assessment design, holistic assessment design, dialogic feedback, the student role in assessment and feedback to name but a few of the current debates. In facilitating discussion of these ideas, I will highlight the relevance of a self-regulatory research-informed assessment framework (EAT, Evans, 2016a) and outline some of the key emerging themes in using this framework across disciplines and HEIs. The pedagogy underpinning the framework will be introduced in attending to key themes: to include the rationale underpinning the pedagogy and student and staff buy in; use and application of appropriate tools to support learning; sensitivity to context; universal design stance; and the promotion of student and staff agency.

Useful references:

- Evans, C. (2013). Making sense of assessment feedback in higher education. *Review of Educational Research*, 83(1), 70-120.
- Evans, C. (2015). Innovative pedagogical practices: The Personal Learning Styles Pedagogy, York: Higher Education Academy.
- Evans, C. (2016a). Enhancing assessment feedback practice in higher education: The EAT Framework. University of Southampton.
- Evans, C., with Muijs, D., & Tomlinson, D. (2015). *Engaged student learning: high impact strategies to enhance student achievement*. York: Higher Education Academy.
- Evans, C., & Waring M. (2015). Using an informed understanding of styles to enhance learning and teaching in 21st century learning environments. In: R. Wegerif, J. Kauffman, and L. Liu. *Handbook of Research on Teaching Thinking* (pp. 137-150). London: Routledge.

13. Fair, Nic; Bokhove, Christian; Harris, Lisa; Davis, Hugh
University of Southampton

A Socio-technical Higher Education Perspective (STHEP): The Importance of Personal Learning Networks

Paper No. 3

Session: High Impact Pedagogies

Time: 11.30-13.00, Friday, February 17, 2017

Location: LUNAR 1

Co-authors	Christian Bokhove, Lisa Harris, Hugh Davis
Rationale / Relevance	With an increased focus by the UK government on Teaching Excellence (TEF) and student satisfaction (NSS), and with these being linked to HE funding decisions, it is incumbent upon universities to address the issue of teaching quality. STHEP potentially provides a route by which learning theory, pedagogy and practice can be evolved to help ease the tensions between a learner's daily experiences and their university teaching and learning experience.
Methodology / Underpinning theory/ conceptual framework	Socio-technical Systems Theory (Latour (1987, 1990, 2005), Bijker et al (1987), Hughes (1987), Geels (2002), Borri & Grassini (2014) - from Science & Technology Studies. Social Constructivism/Situated Learning (Vygotsky, Lave, Lave & Wenger) – from Education. The Digital Divide & digital inequalities (Davies (2012, 2015)) – from Web Science. Network Theory and Analysis (Scott (1996, 2013) – from Maths and Web Science.
Key findings / argument	A Socio-technical HE Perspective (STHEP) argues that for networked individuals studying in HE contexts in networked societies, learning, knowledge (co-) creation, capabilities development, and social/digital capital accumulation occurs through meaningful interaction with people <i>and</i> technology (Socio-technical Constructivism as an evolution of Social Constructivism). These interactions occur through an individual's autonomously created Personal Learning Network (PLN), within which they express their identity and develop capital, and from which they cannot be separated. PLNs consist of on- and offline connections to people, information, services and devices, which are used in ways, times and places of preference. PLNs provide opportunity for greater autonomy, creativity, peer learning, self-regulation and active self-direction, regardless of discipline. HE learners have integrated their PLNs into their daily routines, but universities have not. This has led to tension between learner experience and expectation, and institutional norms and teaching. Successful PLN incorporation into HE pedagogy may help to reduce tensions between learners 'networked, collaborative, communicative, and connected daily experiences and their instructionist university experience, which often seem starkly at odds.

	In addition, STHEP also suggests that the complex interplay between structural digital inequalities, active and contextualised individual attitudes and behaviours, and technological affordances means that the PLNs, digital literacies and networking skills of HE students will not be equal. The effective incorporation of PLNs into HE teaching and learning therefore also requires a greater understanding of what PLNs look like and how they are used and a commitment to continuous digital literacies and networking skills development at all stages of the educational journey.
Application of idea to other contexts	STHEP and Personal Learning Networks may apply to other educational or learning contexts (FE, Sixth Form, etc).
Significance	STHEP foregrounds Personal Learning Networks as route by which learning theory, pedagogy and practice can be evolved for the networked individual living and learning in a network society.
5 key words	Socio-technical; Personal Learning Network; STHEP; teaching & learning; theory & pedagogy

14. *Heap, Rena*

University of Auckland, New Zealand

Engaging with e-learning

Paper No. 4

Session: High Impact Pedagogies

Time: 11.30-13.00, Friday, February 17, 2017

Location: LUNAR 1

Rationale / Relevance	<p>At a time when advances in technology continue to demand swift responses from education at all levels, the digital fluency required to teach in a rapidly changing educational landscape requires experience, professional proficiency, confidence and competence which challenges many of our teachers (21st C Learning Reference Group, 2014; New Media Consortium, 2016; Zengh et al., 2014)</p> <p>To facilitate a shift in our practice this project looked at the efficacy of establishing year-long communities of learning (CoL) in our Faculty of Education to a) facilitate a shift in our own teaching practice b) better equip our pre-service teachers and c) serve as change agent for initiating shifts in practice more widely across our Faculty.</p>
Methodology / Underpinning theory/ conceptual framework	<p>These CoLs were underpinned by Lave and Wenger's community of practice framework (Lave & Wenger, 1991; Wenger, 1998; Wenger-Trayner & Wenger-Trayner, 2014; Wertsch, 1991). Sociocultural and socio-constructivist theory (Greeno, 2006; Vygotsky, 1978; Wertsch, 1991) and connectivism (Siemens, 2005) provided the foundation for understanding learning in CoLs.</p>

Key findings / argument	We found that meeting together as COLs enabled us to deepen our understanding and application of digital pedagogies in our teaching practice, develop a knowledge base, create a shared commitment to community, and improve our resources for teaching with digital technologies. We argue that our professional learning conversations lead to improved teaching practice.
Application of idea to other contexts	The particular driver in our institution was to prepare our pre-service teachers for the classrooms in which they would be required to teach. However, teaching in any institution should be responding to the changes in technology in the societies they draw from.
Significance	CoLs will not alone ensure tertiary teachers move away from transmission style teaching. However, our research suggests they can provide a catalyst for significant, powerful shifts in classroom climate, pedagogy and learning. This would be applicable in any tertiary setting.
5 key words	Digital technologies; communities of learning; e-learning

15. *Hill, Jennifer and Walkington Helen*

University of West of England and Oxford Brookes

Undergraduate research: unlocking high impact pedagogy through authentic multi-disciplinary dissemination

Paper No. 18

Session: High Impact Pedagogies

Time: 14.00-15.10, Saturday, February 18, 2017

Location: LUNAR 1

Rationale / Relevance	The value of undergraduate research is well evidenced as a high impact educational practice (Kuh, 2008), promoting critical thinking and reflection, and increasing motivation and confidence (Jenkins & Healey, 2010). In many countries there has been growing participation in the full research cycle, with students attending large-scale events to share their findings in authentic contexts, but with little research into the benefits.
Methodology / Underpinning theory/ conceptual framework	We present qualitative results from 90 in-depth interviews with student participants conducted over three consecutive years of the multidisciplinary British Conference of Undergraduate Research. We frame the undergraduate research conference as a borderland space (Hill & Walkington, 2016) for the development of a range of graduate attributes (Barrie, 2004) and self-authorship (Baxter Magolda, 2004).
Key findings / argument	The results reveal that some students co-create a pedagogy of Foucauldian reciprocal elucidation, through a sense of 'unfinishedness', allowing them to reflect on their own learning in the light of divergent perspectives and frames of reference. Bidirectional exchange of ideas

	and insights enabled students to ask and answer questions that transformed each other's thinking, allowing them to arrive at understandings they could not have achieved alone. Students consciously balanced the contextual nature of their disciplinary knowledge with intra-personally grounded goals and values, becoming professionals and nascent authors of their own lives.
Application of idea to other contexts	Borderland spaces for reciprocal elucidation can be consciously established in relation to a range of learning, teaching and assessment contexts and these will be highlighted.
Significance	Significant implications for practice include supporting constructive dialogues between students and the creation of authentic and professional multidisciplinary contexts for sharing research.
5 key words	High impact pedagogy; undergraduate student conference; reciprocal elucidation; graduate attributes; self-authorship.

16. Holtham, Clive; Rich, Martin; Brown, Ann; Kernan, Maryann
City of London University

Coping with ambiguity: a key focus in educating 21st century leaders

Paper No. 26

Session: Learning Gain/Excellence within the Disciplines

Time: 15.40-16.40, Saturday, February 18, 2017

Location: LUNAR 2

Rationale / Relevance	The financial crises of the 2000's were partly attributable to systemic leadership failings globally. The underlying problems in reskilling existing and future leaders remain largely unaddressed. The relatively stable context of the late 20 th century has been replaced by a VUCA context (volatility, uncertainty, complexity and ambiguity). Leadership higher education needs new approaches to address this.
Methodology / Underpinning theory/ conceptual framework	This paper firstly addresses the over-belief in "ordered" solutions, when the more appropriate approach is "unordered" thinking, such as Snowden's Cynefin framework for sensemaking. Secondly it develops a model of key qualities which 21 st century managers should possess.
Key findings / argument	Over 10 to 15 years, this paper discusses three high-impact learning methods evolved by the authors: learning by walking about; online roleplaying, and deep reflection. These help develop key qualities needed to deal with unorder.
Application of idea to other contexts	The concept of VUCA originated in the military, but it applies in all aspects of business and civil society, and hence impacts on professionals in a wide range of disciplines.

Significance	Coping with ambiguity is unlikely to be learnt through passive, transmissive learning methods. More experiments are needed to address this difficult area of practice.
5 key words	VUCA; ambiguity; learning-by-wandering-about; roleplay; reflection

17. *King, Helen and Cleaver, Elizabeth*
HEFCE and University of West of England

Expertise in teaching in higher education: a better definition for characterizing excellence within the disciplines?

Paper No. 6

Session: Excellence within the Disciplines

Time: 11.30-13.00, Friday, February 17, 2017

Location: LUNAR 2

Rationale / Relevance	The rhetoric of <i>excellence</i> is used extensively but there its definition is ambiguous (Gillies, 2007). If excellence is to be developed and rewarded there should be a shared understanding of what it looks like in practice. An approximate definition can be achieved by comparing relevant frameworks such as promotions criteria, teaching award criteria, the UKPSF. This reveals agreement around the characteristics of good teaching practice including a dynamic interaction with students and a commitment to continuing professional development. However, there is a lack of clarity regarding the difference between threshold teaching quality and teaching excellence (Gunn & Fisk, 2013) and, with this approach, 'excellence' is entirely self-defined (Gibbs, 2008).
Methodology / Underpinning theory/ conceptual framework	The nature of <i>expertise</i> has been researched extensively in a variety of fields and professions (Ericsson et al, 2006). Broadly, the characteristics of expertise are premised on knowledge of one's field and the acquisition and maintenance of skills through a process of deliberate practice (Ericsson et al, 1993). In higher education, these relate to pedagogic content knowledge (a construct of knowledge of the subject domain and theoretical and practical knowledge of education, Gudmundsdottir & Shulman 1987) and self-regulated, continuing professional development (Bereiter & Scardamalia, 1993; Kreber et al, 2005) or heutagogical practice (Blaschke, 2012).
Key findings / argument	An alternative concept is proposed for exploring the characteristics of high quality teaching, that of 'expertise'. It is suggested that this concept will complement the current pedagogical theories and principles used within educational / faculty development.
Application of idea to other contexts	The ideas are applicable to any contexts.

Significance	The characteristics of expertise align to those of the self-defined excellence model and, hence, suggest a potential way forward for a more empirical approach to defining teaching excellence in the disciplines.
5 key words	Expertise; discipline-based learning & teaching; heutagogy.

18. *Knight, Andrew, Fuller, Andrew; Bosson, Geoffrey; Filby Andrew*
Newcastle University

Use of video for Biomedical Sciences UG practical teaching

Paper No. 20

Session: Learning Gain/Excellence within the Disciplines

Time: 14.00-15.10, Saturday, February 18, 2017

Location: LUNAR 2

Rationale / Relevance	A key focus in research-informed Biomedical Sciences (BMS) UG teaching is maintaining up-to-date curricula. As well as a knowledge and understanding of key principles involved in the development of emerging human disease, maintaining students' understanding of current research processes, in particular laboratory-based practical skills/methodology, presents a significant challenge to programme design.
Methodology / Underpinning theory/ conceptual framework	It is well established that the "discovery approach" to practical teaching enhances higher levels of cognitive skills, allowing experimental design and data analysis to be incorporated into student learning outcomes. With increased student numbers, logistical difficulties in facilitating UG "hands-on" approaches for research experiments/procedures occur, due to the requirement for access to state-of-the-art biomedical research equipment that is often only available in University research laboratories.
Key findings / argument	I will present a comparison of the effectiveness of the learning gains achieved by a small (10) group of 2 nd year BMS students undertaking a traditional, laboratory-based, practical class designed to teach flow cytometry, versus those achieved by a larger cohort (200) of similar students following a practical "demonstration video" of a similar flow cytometry experiment.
Application of idea to other contexts	This study has implications for a wide range of practical teaching areas within the BMS curriculum, as well as to many other disciplines.
Significance	It is hoped this approach will allow previously designated "research-only" experimental procedures to be incorporated into a wide range of UG programmes, where increasing student numbers have prevented access, allowing student learning to be enhanced.
5 key words	Biomedical sciences; practical skills; research-informed teaching; video-enhanced learning

19. *Lancaster, Simon; Arico, Fabio; Gillespie, Helena; Ward Neil; Ylonen, Annamari*
University of East Anglia

Triangulating learning gain through concept inventory and self-efficacy measures

Paper No. 14

Session: Learning Gain

Time: 16.40-18.10, Friday, February 17, 2017

Location: LUNAR 2

Rationale / Relevance	There are two distinct definitions of learning gain in use in UK HE. That favoured by the Higher Education Funding Council for England (HEFCE) <i>“The improvement in knowledge, skills, work-readiness and personal development made by students during their time spent in higher education.”</i> is vague and elusive, while <i>“The learning achieved by a student between two points in time.”</i> can be difficult to measure and potentially gamed. Our approach seeks to triangulate concept inventory measures, conventional marks and self-efficacy in pursuit of a viable proxy for learning gain which will satisfy proponents of both definitions.
Methodology / Underpinning theory/ conceptual framework	The bonding representation concept inventory instrument was developed by Bretz and co-workers in accordance with the interview-validation-reliability-testing approach. Self-efficacy was tracked by a series of short tests exploring conceptual understanding in which students were asked for their confidence in their answers.
Key findings / argument	This is very much a work-in-progress but at a cohort-level we have been able to demonstrate a metric learning gain between the pre- and post-testing with the concept inventory. This appears to correlate with an improvement in the self-efficacy of the cohort. Current analyses are directed to determining the relationship at an individual level.
Application of idea to other contexts	The principles of self-efficacy have been applied to a great many disciplines. While a quantitative approach to conceptual understanding is particularly attractive to physical scientists the approach is limited only by the extent to which the discipline can be defined by concepts in preference to content. The combination and comparison of these approaches has broad potential application.
Significance	HEFCE funded study with the potential to feed into TEF
5 key words	Learning gain; concept inventory; self-efficacy; quantitative; teaching excellence

20. *Mcilroy, David; Ritchie, Laura*; Palmer-Conn, S*

Liverpool John Moores University

*University of Chichester

Academic self-efficacy: An inner resource for learning and achievement

Paper No. 15

Session: Learning Gain

Time: 16.40-18.10, Friday, February 17, 2017

Location: LUNAR 2

Rationale/ Relevance	Academic self-efficacy (ASE) is a useful construct in education, designed to capture the qualities that facilitate learning, complement ability and optimise achievement (Mcilroy et al., 2015). Meta-analyses have shown that self-efficacy is robustly associated with achievement (Honicke & Broadbent, 2016).
Methodology/ Underpinning theory/ conceptual framework	The ASE construct is anchored in social cognitive theory with emphasis on empowerment and personal agency (Bandura, 2001). In this study, $N = 275$ second year Psychology students completed a self-report measure on ASE and wrote a 400 word personal evaluation in an assessment task that combined quantitative and qualitative methods.
Key findings/ argument	Mean ASE score (49.17) showed that student responses were positively oriented, with variance demonstrating a range of individual differences within the group ($sd = 7.38$). The ASE's operational content includes beliefs, behaviours and emotions in relation to academic tasks, and students highlighted their strengths, challenges and personal goals in this context.
Application of idea to other contexts	Self-efficacy offers guiding principles and a working framework across all subject disciplines. It can be adapted to monitor the effectiveness of teaching delivery, learning activities and assessment methods (Ritchie, 2015).
Significance	The construct facilitates transformative thinking through empowerment from past mastery experiences (Britner & Pajares, 2006), and envisaging realistic goal attainment through personal agency (Bandura, 2001). Timely and efficient feedback aligns with the self-efficacy principle of verbal persuasion (Komarraju & Nadler, 2013) as part of the formative aspect of student growth. This presentation will illustrate the established role of self-efficacy in education (Ritchie, 2015), with reference to themed student comments on their learning gain and academic growth.
5 key words	Achievement; goal-setting; self-efficacy; agency; mixed methods

21. *Mize, Selene*

University of Otago, New Zealand

Computer-Based Assessment: Its Promise and Potential Pitfalls

Paper No. 2

Session: High Impact Pedagogies

Time: 11.30-13.00, Friday, February 17, 2017

Location: LUNAR 1

Overview	Computer-based examining encompasses a wide variety of practices. Exam content may include traditional essay, multi-choice or fill in the blank questions, and also more innovative and authentic tasks such as writing software or using a program such as SPSS to correctly analyse a data set. Some tertiary institutions around the world are stepping up their use of computer-based examining, but the majority of tertiary students still handwrite their final examinations. This session will cover the available research on computer-based examining, and examine the potential benefits and disadvantages to its widespread use.
5 key words	Computer-based examining; authentic tasks

22. *Murray, Shannon*

University of Prince Edward Island, Canada

Learning Thresholds as a Focus for Teaching in Literature Studies

Paper No. 7

Session: High Impact Pedagogies

Time: 11.30-13.00, Friday, February 17, 2017

Location: LUNAR 2

Rationale / Relevance	Exciting though institutional like experiential learning or learning outcomes can be, Literature and other Humanities departments can find themselves left out, pushing back against new pedagogies, or contorting themselves awkwardly to fit spaces designed for other disciplines. Attention to learning thresholds (also called threshold concepts), though, has the potential to appeal even to the most strategic-plan-weary of literature professors. Its metaphorical language, its emphasis on transforming ways of thinking and seeing the world, and its recognition that students cross these thresholds at varying speeds can fit more congenially with the kind of material we deal with; at the same time, it can encourage continuing conversations about the importance and ordering of concepts within a program.
Methodology / Underpinning theory/	I rely primarily on the work of Jan Meyer, Ray Land, and others in the <i>Threshold Concepts Within the Disciplines</i> (2008) and <i>Overcoming Barriers to Student Understanding: Threshold Concepts and</i>

conceptual framework	<i>Troublesome Knowledge</i> (2012).
Key findings / argument	My argument is that, helpful as reordering curriculum to focus on learning thresholds is for students, the greatest potential for strengthening a shared focus on teaching and learning in these disciplines lies in the discussions that must happen before departments agree on what threshold concepts ought to be taught and when.
Application of idea to other contexts	These conversations about disciplinary threshold concepts as a way of focussing a department's attention on teaching and learning is applicable to many disciplines; it may be particularly fruitful across disciplinary boundaries in the Humanities, where there are arguably more shared than separate concepts.
5 key words	Learning thresholds; literature studies; humanities; threshold concepts

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23. *Parry, Damian*

Newcastle University

1st Year Student Perceptions and Reflections of Feedback

Paper No. 25

Session: High Impact Pedagogies

Time: 15.40-16.40, Saturday, February 18, 2017

Location: LUNAR 1

Rationale / Relevance	<p>There is no agreed definition of feedback in the literature (Hattie and Timperly, 2007). Some suggest feedback is only valuable in the context of assessment, others support its contribution to wider learning: an ongoing dialogue (Dunworth and Sanchez, 2016, Evans, 2013, Lizzio and Wilson (2008), Quality Assurance Agency, 2011).</p> <p>When asked to report on levels of satisfaction regarding University life, students score feedback poorly (QAA, 2011).</p> <p>In the absence of a clear definition we need to know what students perceive good feedback to be before asking them to judge it.</p> <p>Dunworth.K., Sanchez, H.S. (2016) <i>Perceptions of quality in staff-student written feedback in higher education: a case study</i> Teaching In Higher Education Vol. 21 , Iss. 5,</p> <p>Evans C., Waring M. (2011). <i>Exploring students' perceptions of feedback in relation to cognitive styles and culture</i>. Research Papers in Education, 26, pp. 171–190.</p> <p>Hattie, J, Timperly. H (2007), <i>The Power of Feedback</i>, Review of Educational Research, Vol. 77, No. 1, pp. 81–112</p>
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	Lizzio, A. Wilson, K. (2008). Feedback on assessment: Students' perceptions of quality and effectiveness. <i>Assessment & Evaluation in Higher Education</i> , 33(3), pp. 263-275 QAA (2011) <i>Responding to feedback from students</i> , http://www.qaa.ac.uk/en/Publications/Documents/responding-to-feedback.pdf , accessed 09/01/2017)
Methodology / Underpinning theory/ conceptual framework	On transition to university students experience a shift in educational culture. We asked 360 Biomedical students to complete a questionnaire to determine their perceptions of feedback (30% response). Questions explored demography, 'contentedness' at university (to assess bias) and opinions on feedback (prior experience and more recent university experience). This will be repeated at 3 other 'types' of university in the North East of England to address institutional differences.
Key findings / argument	Unsurprisingly results indicate experience at University differs greatly from prior experience, with respondents perceiving feedback as a monologue by the marker on assessed work. Although some claim to understand pedagogic and pragmatic rationales they find it less satisfactory.
Application of idea to other contexts	The findings have implications for improving student experience across the sector by managing expectations whilst encouraging students to see feedback in a wider context.
Significance	This study gives insights into students' perception of 'good feedback', enabling educators to close the gap between what's desired and what's feasible. If dissatisfaction does relate to transition to HE, it must be dealt with at an early stage, or it could lead to discontent throughout their studies; impacting engagement and lessening student experience.
5 key words	Transition; feedback; student satisfaction; reflection; student experience

24. *Robinson, Zoe*
Keele University

Quality in 'interdisciplinary disciplines'? The case of undergraduate sustainability degrees

Paper No. 8

Session: Excellence within the Disciplines

Time: 11.30-13.00, Friday, February 17, 2017

Location: LUNAR 2

Rationale / Relevance	This paper explores questions of quality relating to the emerging discipline of Sustainability Science, seen by some to have emerged as a discipline in its own right in the early 2000s . Much like the more established fields of agricultural and health sciences it is characterised by the problems that it addresses. Over the same timeframe, sustainability-focused undergraduate degrees have grown in number, and have highlighted issues for both the formal assessment and perception of quality, in a system where structures are based largely
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	around long-established disciplines.
Methodology / Underpinning theory/ conceptual framework	This paper draws on the author's experiences of developing and delivering an undergraduate sustainability-focused degree programme, in addition to interviews with programme directors of eight other sustainability programmes, student reflective diaries, questionnaires, focus groups and interviews.
Key findings / argument	From these data and experiences several tensions and debates emerge. What is the ideal ratio of breadth vs depth? How do students cope with following myriad discipline 'norms'? Can <i>individuals</i> be interdisciplinary? Or does interdisciplinarity only occur <i>between</i> individuals from different disciplines? Should students have a sound 'disciplinary' grounding before studying an interdisciplinary field? How does a 'core' curriculum in a new disciplines develop? How does society value generalists vs specialists? How is this reflected in quality systems?
Significance	Quality systems and structures in Higher Education pose problems for interdisciplinary degrees. Yet there is a growing appreciation of the need for interdisciplinarity in order to tackle the world's 'grand challenges', but little clarity on how to achieve this, and clear barriers to the establishment of 'interdisciplinary disciplines' at the undergraduate level.
5 key words	Interdisciplinarity; sustainability science; sustainability degrees; quality

25. *Rubie-Davies, Christine*

University of Auckland, New Zealand

The social psychology of the tertiary classroom; high expectations, stereotyping and the class climate

KEYNOTE SPEECH

Time: 14.00-14.40, Friday, February 17, 2017

Location: LUNAR 1

Within tertiary education, and education generally, the focus on improving student learning has for many decades been firmly focused on enhancing pedagogy. Educators seem to be constantly searching for new and better methods of delivering their teaching in order to help students learn more effectively. However, much of teaching is about relationships, the relationships of teachers with their students and of students with each other. The social-psychological factors that accompany the interactions between teachers and students have been found to be more powerful in contributing to student learning than almost all of the instructional methods that have been the major focus of research. This presentation will address some of these social-psychological factors and their impact on learning in tertiary classrooms. The evidence for the positive effects of high expectation teaching will be

presented as will the ways in which stereotyping can affect student learning. The class climate that teachers create also plays a significant role in the student experience and contributes to student academic success. Very recent research related to these three social-psychological variables: high expectation teaching, stereotyping and class climate will be reported and discussed in relation to how they contribute to tertiary student well-being and academic success.

26. *Rutherford, Stephen, and Amici-Dargan, Sheila*
Cardiff University

Pedagogical impact of engaging students and partners through collaborative learning in Shadow Modules

Paper No. 10

Session: High Impact Pedagogies

Time: 16.40-18.10, Friday, February 17, 2017

Location: LUNAR 1

Rationale / Relevance	The paper describes a methodology of engaging students as partners and the impact of this on both the students themselves and the academic module that the student collaborative learning groups parallel. This is of relevant to the <i>High Impact Pedagogies and Student Engagement</i> theme
Methodology / Underpinning theory/ conceptual framework	Engaging students as partners in learning is a key priority for contemporary Higher Education. By working in partnership with students, there is the potential for a positive impact on both student learning and curriculum development. We have introduced ‘Shadow Modules’, student-led and student-focused collaborative learning communities which parallel taught modules to support student learning. Shadow Modules utilise collaborative learning, where learners work together to develop a shared understanding of a subject. Activities are coordinated by a student volunteer, who interacts with, but works independently from, the academic leading the taught module. Shadow Modules format is either face-to-face collaborative groups, peer-teaching or online discussion communities (frequently a combination of these). Participants create and share resources, engage in discussion and develop a mutually-supportive learning environment. Through the use of Web 2.0 collaborative technologies, outputs of Shadow Module activities can be shared with the wider student cohort, benefitting both actively-engaged students and passive observers.
Key findings / argument	This paper evaluates the pedagogic impact of Shadow modules on all stakeholders. Active engagement leads to significant improvement in module outcomes, but use of shared resources by students who are not actively engaged in the collaborative activities is also observed. Qualitative analysis of student perceptions suggests that Shadow Modules make studying more efficient and effective, and foster

	engagement, confidence and a sense of community. The 'Shadow Module Leader' also experiences significant benefits to personal development, increased confidence and communication skills. A Shadow Module can also impact positively on the structure or delivery of the taught module it parallels, through feedback from the Shadow Module Leader and learning resource creation.
Application of idea to other contexts	The Shadow Module format would be applicable to all context and disciplines in Higher Education, and provides an example of the impact of partnership with students on the development of HE curricula.
Significance	Through student-led collaborative activities working in parallel to academic teaching, Shadow Modules provide a substantial (and multi-faceted) positive impact to the student experience.
5 key words	Collaborative learning; partnership; Web 2.0; engagement; learning communities

27. *Sampalli, Srin*

Dalhousie University, Canada

Who says traditional teaching has no value? A Computer Science Professor's perspectives on inspiring and engaging students in the classroom in a digital learning era

KEYNOTE SPEECH

Time: 10.20-11.00, Friday, February 17, 2017

Location: LUNAR 1

With the advent of massive open online courses (MOOCs) and the creation of virtual universities, is the traditional style of teaching on its way out? With students increasingly using technology for learning, does face-to-face interaction between teachers and students have no value? In this keynote speech, I challenge some of these notions and argue that, despite the impact of technology on learning, effective teaching still has its roots in traditional methods. Being a computer science professor who has witnessed a dramatic increase in students' use of technology leading to the negative effects of multi-tasking, I contend that students can be motivated to learn without overusing technology within the classroom environment. Effective teaching involves careful preparation, enthusiastic delivery, and most importantly, a good caring attitude toward the students. From the words of educator Serge Piccinin, "Students learn what they care about, from who they care about, and from who they know care about them". I share some of these strategies that I have used in my classroom to elucidate abstract concepts in computer science, and to inspire and engage students, and argue that face-to-face interaction has intrinsic value that cannot be counteracted, but can be complemented, by virtual digital learning strategies.

28. *Stockley, Denise*
 Queen's University, Canada

A 30 Year Canadian adventure between the Society for Teaching and Learning in Higher Education and 3M Canada

Paper No. 16

Session: Learning Gain

Time: 16.40-18.10, Friday, February 17, 2017

Location: LUNAR 2

<p>Rationale/Relevance</p>	<p>This session will highlight the partnership between the Society for Teaching and Learning in Higher Education and 3M Canada in establishing the 3M National Teaching Fellowship (3MNTF) program.</p>
<p>Methodology/Underpinning theory/Conceptual Framework</p>	<p>The Society for Teaching and Learning in Higher Education is the Canadian national voice for the enhancement of teaching and learning in higher education. Our Society supports research, its dissemination, increased awareness, and application of research through scholarly teaching and learning.</p> <p>Our goals are to:</p> <ul style="list-style-type: none"> • support and advance the quality of teaching and learning in higher education; • provide a forum for the exchange of ideas and networking opportunities; • facilitate and disseminate research on teaching and learning; • recognize and reward contributions to teaching excellence, educational leadership, innovation, service and mentorship in higher education; • collaborate with like-minded teacher and student groups and organizations in Canada and abroad; and • shape, influence and lead policy decisions that enhance teaching and learning in higher education at local, national and international levels. <p>The 3M National Teaching Fellowship are an integral part of the fabric of the Society for Teaching and Learning in Higher Education. The 3M National Teaching Fellowship is awarded annually to 10 recipients who demonstrate exceptional teaching and leadership (which includes documenting and going public). These fellows join STLHE and the Council of 3M National Fellows for Teaching and Learning in Higher Education. The Council over the years have carried out a number of SoTL projects, including the authoring of several</p>

	<p>books, a journal, and recently created a new grants program called the <i>Scholarship of Leadership in Education</i>. During the annual conference, 3M National Teaching Fellows present several sessions called <i>Welcome to my Classroom</i> and the 3M National Student Fellows coordinate and facilitate the closing plenary.</p> <p>In 2013, a program evaluation was commissioned by 3M Canada to study the longstanding partnership with STLHE (Stockley, Smith, & Ahmad, 2016). In this session, highlights of this report will provide a backdrop to showcase STLHEs commitment to celebrating exceptional teachers.</p>
Key Findings/Argument	The 3MNTF are identified through a nomination process and chosen by their peers. Over its 30 year history this program has quickly become the premier teaching award in Canada. This session highlights how this happened and their role within STLHE.
Application of Idea to other Contexts	Others might find this session interesting to learn about the foundations of the start of the 3MNTF program, the evolution, and current status within the STLHE.
Significance	The 3MNTF is the oldest national teaching fellowship program (see Ahmad, Stockley, & Moore, 2012), founded by a unique partnership between private industry and a national teaching association.
5 Key Words	3MNTF; STLHE; Canada; partnership; program evaluation

29. *Taras, Madedadena, and Davies Mark*

University of Sunderland

Assessment literacies of university lecturers and potential impact on student learning

Paper No. 19

Session: High Impact Pedagogies

Time: 14.00-15.10, Saturday, February 18, 2017

Location: LUNAR 1

Rationale / Relevance	<p>This paper reports work on a series of studies that examine lecturers' assessment literacies.</p> <p>In the context of student-centred learning, educational practices are perceived as requiring more direct engagement with students' inclusion in their own learning choices and this is increasingly spilling over into assessment processes and products (Berry and Adamson, 2011; Merry et al, 2013).</p> <p>Shared assessment literacy (in any given context) provides a common understanding of issues for working towards common goals and processes. Lack of shared understandings is likely to provide ambiguous</p>
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	messages among tutors and especially to students (Willis et al 2013).
Methodology / Underpinning theory/ conceptual framework	Empirical data were collected from 50 education lecturers, 50 science lecturers and 12 academic developers through questionnaires and semi-structured interviews. The data were examined quantitatively and qualitatively and focus included understandings of summative and formative assessment processes, products and functions, the relationship between them, and how feedback and learner involvement relate to them.
Key findings / argument	The results show disparate and unaligned multiple perspectives and understandings of assessment, in varying degrees, for all staff surveyed. These are examined to understand how they may impact on practice and therefore students. The question is asked if unaligned perspectives might reflect the disparate literature on assessment (Taras 2012).
Application of idea to other contexts	Discussion of this work will permit participants to question their own understandings and positions on these issues (and indeed any other educational issues) and therefore consider how they can refine their assessment procedures in support of students' learning.
Significance	Understanding what and how we think, and how this translates into practice is a crucial aspect of being a reflective practitioner.
5 key words	Assessment literacies; lecturers; understandings; student involvement; feedback

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30. *Tweddle, Simon, and Nelson Michael**

The University of Bradford

*Regis University, Denver

Experiences of using team-based learning across a pharmacy programme

Paper No. 21

Session: Learning Gain/ Excellence within the Disciplines

Time: 14.00-15.10, Saturday, February 18, 2017

Location: LUNAR 2

Rationale / Relevance	Team-Based Learning (TBL) is a special form of flipped and collaborative learning using a special sequence of individual work, group work and immediate feedback to create a motivational framework in which students increasingly hold each other accountable for coming to class prepared and contributing to discussion (Sweet and Michaelsen, 2012). Regis University School of Pharmacy and the University of Bradford's School of Pharmacy have used TBL as the main learning and teaching strategy in their respective PharmD and MPharm programmes since 2009 and 2012 respectively. This paper reports on empirical research that investigates the experiences of academics transitioning to TBL. The US findings were reported in a paper published early this year (Tweddell, Clark and Nelson, 2016)
Methodology / Underpinning theory/ conceptual framework	This research takes an interpretative phenomenological approach to identify the experiences of 35 academics in the US and UK who implemented a new pharmacy programme predominantly using team-based learning.
Key findings / argument	Benefits included greater student engagement, peer learning, deeper approaches to learning, a perception of enhanced transferable skills, and staff enjoyment of teaching. Challenges included additional workload, managing logistics, designing appropriate tasks, and facilitating classes.
Application of idea to other contexts	TBL has application for all disciplines and is used in STEM subjects, health and social care, social sciences, and the arts and humanities.
Significance	TBL actively engages students, can intellectually challenge, and has the potential to develop skills to enhance employability, all of which are relevant to the TEF.
5 key words	TBL; flipped; engagement; employability; inclusive.

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31. *Upson, Joan, and McGourlay, Claire*

University of Sheffield

Our boldest venture-to infinity and beyond

Paper No. 1

Session: Learning Gain/ Excellence within the Disciplines

Time: 16.40-18.10, Friday, February 17, 2017

Location: LUNAR 1

Rationale / Relevance	This session will be an honest account of a model of learning and teaching which we believe rich in potential, but which we recognise carries some risk, and regular revision and enhancement, organically growing in the light of our experience in implementation. Hopefully, colleagues will see in our presentation the issues, solutions, and ideas familiar, and of relevance, to their own experience, as we planned and implemented our holistic review.
Methodology / Underpinning theory/ conceptual framework	<p>In 2015, the School of Law introduced a much revised curriculum across our full range of undergraduate law degree programmes. It has moved from a safe, but knowledge-driven, and relatively inflexible pattern of teaching, towards a more integrated model placing a much greater emphasis on skills, as well as enhancing the emphasis on student choice in plotting their own route through the degree. This paper outlines some of the pedagogic goals of the new curriculum in more detail, in particular through an account of probably its boldest venture, its new two-week introductory 'Understanding Law' programme and the team-based learning/teaching approach embedding experiential learning into the curriculum from the outset.</p> <p>At the same time, the paper will identify the risks and lessons learned in introducing change to a well-embedded UG programme and share some of the techniques being deployed within the School to manage those risks, and to pick up and respond to the lessons learned along the way.</p>
Application of idea to other contexts	This presentation will look at our journey, and that of the Law School in developing high impact pedagogies, and how we believe this has transformed not only the way that our students learn and increase their employability, but our own career pathways and professional development.
5 key words	Curriculum; experiential learning; lessons learned.

32. *Voelkel, Susanne; Vieira Mello, Luciane; Varga-Atkins, Tünde*

The University of Liverpool

Student-centred supervision: the use of audio recordings to support undergraduate research projects

Paper No. 11

Session: Learning Gain/ Excellence within the Disciplines

Time: 16.40-18.10, Friday, February 17, 2017

Location: LUNAR 1

Rationale / Relevance	Final year research projects are an important part of many undergraduate programmes, helping students to enhance a number of transferable skills. It is often a challenge for supervisors to find the right balance between encouraging autonomy within their research students while at the same time providing sufficient support and ensuring timely completion of the project. This study reports on the use of audio recordings and reflections to achieve these aims.
Methodology / Underpinning theory/ conceptual framework	The study trialled a novel supervisory approach, including 2 supervisors with 9 students in their final year in a biosciences course. Weekly supervisory meetings were concluded by students summarizing the main outcomes of the discussion. The summary was recorded and the recording was then sent to the student for reflection. The approach was evaluated using a focus group.
Key findings / argument	Students found that the audio summaries compelled them to stay engaged and focused during the meetings. The recordings helped them to understand and remember the issues that were discussed and encouraged them to take ownership of the project (Voelkel et al 2016, <i>Innovations in Education & Teaching International</i>).
Application of idea to other contexts	Recorded meeting summaries provide a popular and useful tool for both, staff and students. It is very likely that this approach could be useful in the context of many other subject areas and could even benefit postgraduate supervision.
Significance	This is a novel albeit simple intervention that can potentially transform how students experience one of the most important parts of their degree programme.
5 key words	Student engagement;, dissertation; supervision; student-centred; audio